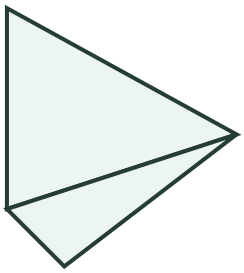
Shapes and halves

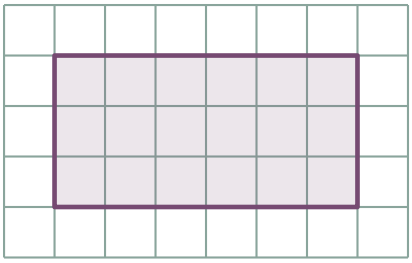
NAME	DATE

1 Look at the solid. Is it a rectangular prism, a cube or a pyramid?

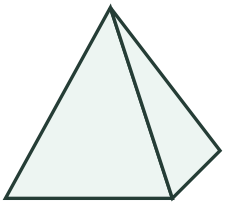


○ Rectangular prism ○ Cube ○ Pyramid

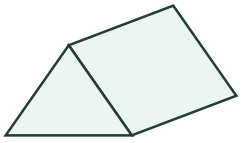
2 Draw a line to cut the rectangle below into 2 rectangles.



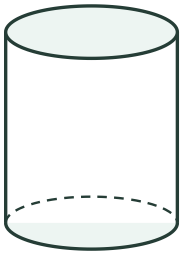
3 Circle the prism.



○



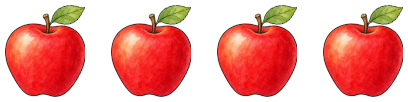
○



○

Shapes and halves

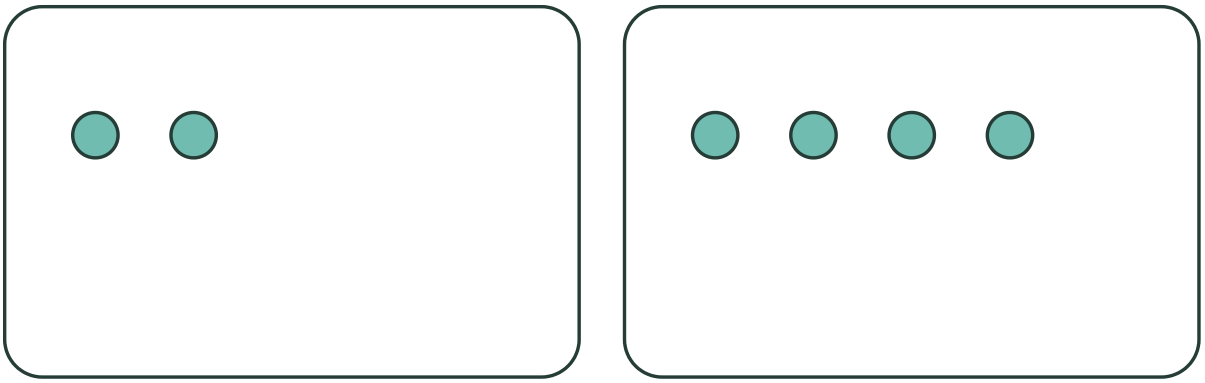
4 Share the apples into two equal groups. Draw counters to show both halves.



First half

Second half

5 Are these two groups equal halves of all the counters?



○ No ○ Yes

Shapes and halves

1. Pyramid

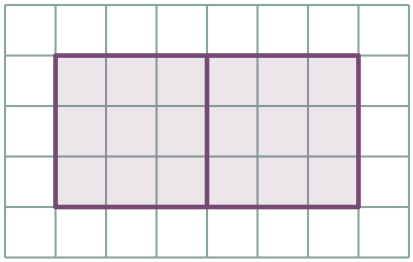
Curriculum applications this task can record: Alberta Grade 1: Identify a familiar pyramid in the displayed size/orientation. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Identifies one provided solid. It does not independently demonstrate recognition across changes of size and orientation for that child; randomized alternatives across worksheets do not establish that broader evidence.

2. One straight line from one side of the rectangle to the opposite side, straight down or straight across, making 2 smaller rectangles; it may be anywhere along the rectangle. A corner-to-corner line makes triangles and does not count.

Curriculum applications this task can record: Alberta Grade 1: Partition the given shape into the named smaller shapes. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Produces the bounded action in the linked statement; a single example does not certify the full outcome.



One straight line from one side of the rectangle to the opposite side, straight down or straight across, making 2 smaller rectangles; it may be anywhere along the rectangle. A corner-to-corner line makes triangles and does not count.

3. 2

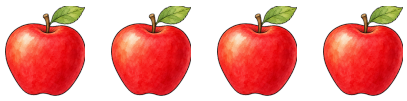
Practice / supporting evidence: Recognizes a pictured prism; does not explain its attributes independently.

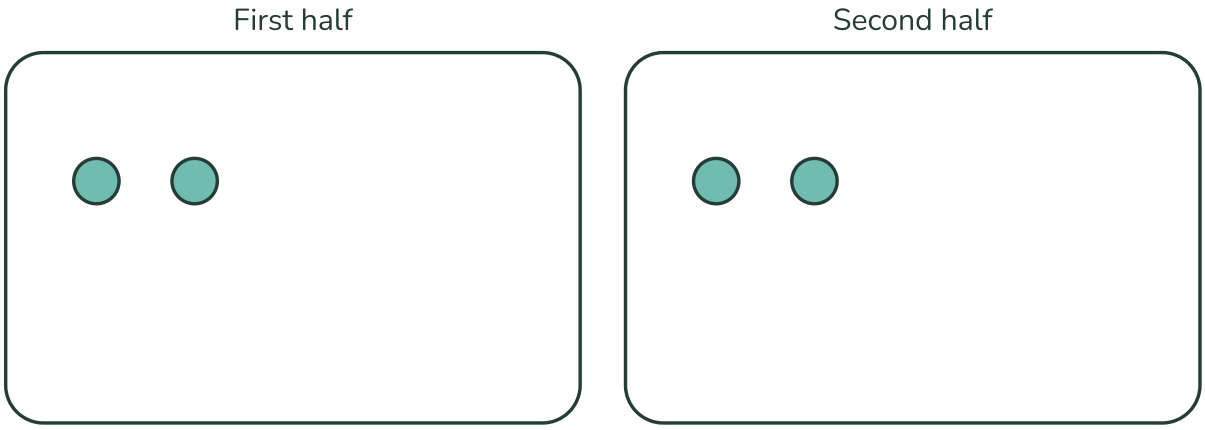
4. Two groups of 2, using all 4 apples once. Each group is one-half. Verify the groups contain the same number. A total without two equal groups is not sufficient.

Shapes and halves

Curriculum applications this task can record: Alberta Grade 1: Split an even set of at most 10 objects into two equal groups. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Teacher checks the completed action and its explanation; recognition alone does not count.





Two groups of 2, using all 4 apples once. Each group is one-half. Verify the groups contain the same number. A total without two equal groups is not sufficient.

5. No

Curriculum applications this task can record: Alberta Grade 1: Check whether two supplied groups or pieces are equal halves. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Checks supplied groups; does not independently partition a set.